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ABSTRACT

The curriculum ideas were developed by elementary teachers in a gifted and talented program. Five strands are incorporated throughout curriculum areas: development of problem solving skills, development of ethical standards, development of sensitivity and responsibility to others, development of a healthy self concept, and development of differential learning opportunities. Objectives and activities for each of the strands are delineated for five curriculum areas (sample subtopics are in parentheses): social studies (families, conservation, explorers, Latin American history, and U.S. history); English (dictionary skills, parts of speech, research skills); science (electricity, dinosaurs, food chains, human body, archaeology, prairie dogs); reading (comprehension, mythology, historical fiction, Shakespeare, and folklore). (CL)

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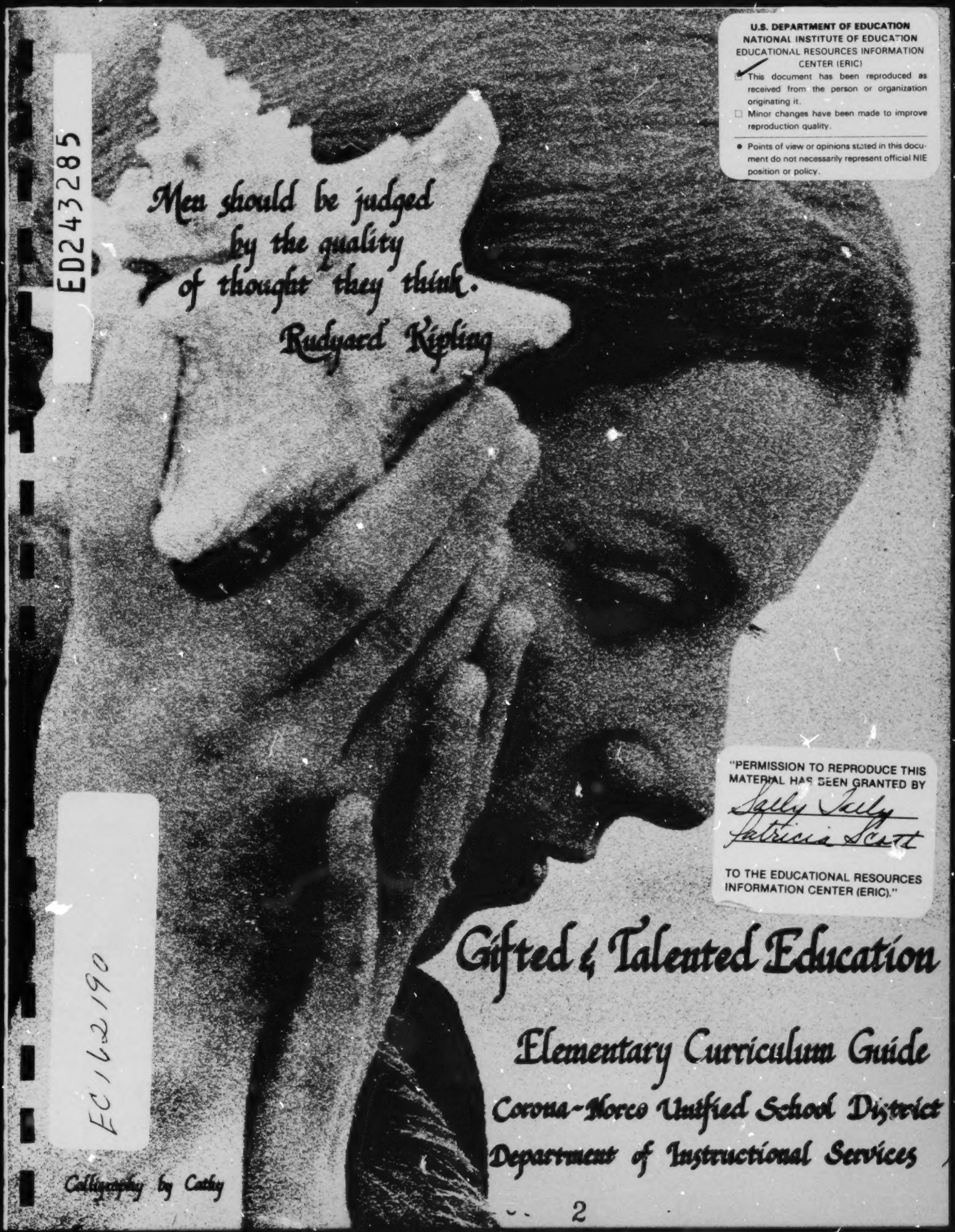

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Gifted & Talented Education

Elementary Curriculum Guide

Corona-Norco Unified School District
Department of Instructional Services

Calligraphy by Cathy

CORONA-NORCO UNIFIED SCHOOL DISTRICT

Gifted and Talented Education Program

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GIFTED AND TALENTED ELEMENTARY CURRICULUM GUIDE

The following activities were developed by teachers in the District's Gifted and Talented Educational Program who offered to share their ideas.

This curriculum guide is designed to serve as a resource for teachers as they develop the problem solving abilities of the learner. The sample assignments in this guide are focused toward increasing a student's ability to analyze and evaluate issues that confront people in their relationship with other people, and their relationship with the environment.

The District's Gifted and Talented Program encompasses the components of the GATE Program as outlined in California State Guidelines for implementing AB-1040, Bloom's taxonomy and the Board approved curriculum framework.

THE STRANDS

I. DEVELOPMENT OF PROBLEM SOLVING SKILLS

The student, as a future problem solver, must be able to analyze information to determine various possibilities and to propose multiple solutions to problems.

II. DEVELOPMENT OF ETHICAL STANDARDS

The student, as a future problem solver, must be able to assess information and be able to make effective decisions which involve value judgment.

III. DEVELOPMENT OF SENSITIVITY AND RESPONSIBILITY TO OTHERS

The student, as a participant in a society built upon varied relationships, must assume the responsibility of being aware of and sensitive to the needs and feelings of others.

IV. DEVELOPMENT OF A HEALTHY SELF CONCEPT

The student, as a continuing participant in the larger society, must develop his/her skills in order to insure that he/she makes a positive difference in society.

V. DEVELOPMENT OF OPPORTUNITIES FOR DIFFERENTIAL LEARNING OPPORTUNITIES

The student, as a creative individual, needs varied opportunities to communicate his/her ideas.

1983-84

Sally Talley, Coordinator, Instructional Services
Pat A. Scott, Gifted & Talented Program Specialist

TABLE OF CONTENTS

SOCIAL STUDIES

Families	SS1
Cities	SS2
How Cities Grow and Change	SS3
Map and Globe Skills	SS4,SS10,SS16,SS27
Value Awareness	SS5
Archeology	SS6
Community Workers	SS7
Use of Reference Tools	SS8
American Government	SS9
Learning About Our Earth	SS11
Conservation	SS12
Political Regions	SS13
Career Education	SS14
Trading Regions	SS15
Explorers	SS17,SS18
U.S. History	SS19,SS23
Civil War	SS20
Founding of our Nation	SS21
European Settlement in North Am.	SS22
Constitution	SS24
Intro. of Neighboring Country-Canada	SS25
Latin American History	SS26
Political Scientist View of a Group	SS28,SS29
Spanish Rule	SS30
Political Leaders of South America	SS31

ENGLISH

Capital Letters	E1,E7
Dictionary Skills	E2
Parts of Speech	E3,E6,E13,E18
Punctuation	E4,E8,E14,E19
Sentences	E5,E10
Reference Materials	E9
Correct Word Usage	E11,E16
Paragraphs	E12,E17
Research Skills	E15,E20

SCIENCE

Plant Science	S1
Senses	S2
Dinosaurs	S3
Electricity	S4
Soil, Stones and Fossils	S5
Animals	S6
Time	S7
Circulatory System	S8
Food Chains	S9,S10
Oceanography	S11
Polution of Environment	S12
Classifying Animals and Plants	S13
Food and The Body	S14
Skeleton	S15
Artifical Flavorings and Odors In Our Environment	S16
Water	S17
Space	S18
Human Body	S19
Perception	S20
Skeletal System	S21
Archeology	S22
Fish-Oceanography	S23
Prairie Dogs	S24

READING

Comprehension	R1,R9,R11
Literature	R2,R26
Mythology	R3,R4,R5, R6,R7
Wild Canada Geese	R8
Literary Understanding and Appreciation	R10
Poetry	R12
New World Discovered	R13
Fables	R14
Myths	R15
Autobiography	R16

READING -(con't)

Tall Tales	R17
Historical Fiction	R18
Balance of Nature	R19
Emotions	R20
Fairy Tale	R21
Historical Fiction	R22
Fables	R23
Conservation of Wildlife	R24
Emergencies	R25
Shakespeare	R27,R28
Benjamin Franklin	R29
Feelings	R30
Communication	R31
Folklore	R32

Social Studies

GRADE 1 SUBJECT Social Studies

MAJOR AREA OF FOCUS Families

CONCEPT Roll of family in society and roles of individuals within the family.

SAMPLE LEARNER OBJECTIVE: The learner will determine what a family is and what responsibilities are involved.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
What would happen if you had a different mother and father?	What happens in a family when everyone doesn't accept their responsibilities?	Is it important that every person in a family be a different type of person?	How will you change as you continue to grow and develop?	Write a story and tell what a family would be like in the year 2000.

10

11

GRADE 3 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS CITIES

CONCEPT Human factors contributing to growth and development of a city.

SAMPLE LEARNER OBJECTIVE: The learner will identify the human factors contributing to the growth of New Amsterdam (New York City).

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Describe two problems Peter Stuyvesant found when he arrived in New Amsterdam. Tell how he solved them, then tell how you would have solved the problem differently.	Debate whether or not Peter Minuit made a fair deal with the Indians when he bought Manhattan Island. (Give guidance on gathering information and evaluating facts without slanting the outcome.)	You have been appointed to take a survey among the people who lived in New Amsterdam when Peter Stuyvesant was governor, to find out how they feel about what Stuyvesant is doing. Write five questions to ask in your survey.	Pretend you are Peter Stuyvesant. You have been permitted to travel forward in time to see Modern New York. Write a paragraph telling how you feel about what your accomplishments have led to.	Research the history of our community. Compare the stages of growth to those of New York. Do in writing or with a series of pictures. Research city names. Find out how five cities got their names. Pretend that you were a leader in New Amsterdam. Describe contributions that you could have made to that community.

GRADE 3 SUBJECT SOCIAL STUDIES (FOLLET'S COMMUNITIES)

MAJOR AREA OF FOCUS HOW CITIES GROW AND CHANGE

CONCEPT How the local topography and resources affect their development

SAMPLE LEARNER OBJECTIVE: **The learner will** become aware of the factors that make a community.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
The land prior to man's settlements. Animals, land and plant life of a typical area. The reasons for man's first community. Class discuss what the basic needs would have been and then deduct a possible 'spot'. A map and pictures of the early landscape prior to man's settlements - made out- give this imaginary land a name.	Weather, natural resources, soil structure - pony transportation - these factors would be assessed and the settlement would develop and expand as a result - compare to their own city of Norco and evaluate the reasons for its geographical situation and development. The early Indian settler and the advent of the white trader - changes the community.	Good climate and good soil encourage the white farmer. Do you think the white overtook the Indians or did they interelate and why? - give reasons. The influx of white craftsmen and professional men - a new community created. What were the needs of a community like this? Were the white people considerate of the Indian? Is the present Norco community more or less considerate to all its people?	Compile a local history of their town. Send groups to 1) draw or photograph the areas. 2) record the amenities listing the hospital, administration center, library, etc. 3) visit and interview the mayor or his council to ask what their duties are... 4) use the local museum or resources and write the history. 5) film or video a pupil's own viewpoint of his town.	A local historian or even an older resident might act as a resource person. Tape or write down their accounts. Compile a program video, slide, overhead, etc., on their town. Group design a park and adventure area - a map or layout - how they would like Norco to be - record a folder also.

GRADE 3 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS MAP AND GLOBE SKILLS

CONCEPT Interpreting Map Symbols, Legends, Water and Land Masses

SAMPLE LEARNER OBJECTIVE: The learner will be able to develop a map of a chosen area using symbols and legends.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
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Students will develop maps of their home and school communities using original symbols to show churches, schools, shopping areas, etc.	Develop a route from your home to your bus stop. Is it justifiable for you to take a shortcut across a neighbors property? Support your position via a paper or an oral presentation.	Locate your bus stop in a position that will not infringe on other people's properties. Support your position from the view of the property owner.	Select a bus stop to accommodate the greatest number of students even though it may not be convenient for you. Support your decision by an oral presentation.	Create a map, using such media as, play dough, seeds, papier mache or wood mache. Create a Global World, identifying land and water masses, using a styrofoam ball, balloon, old ball, etc.

GRADE 3 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS VALUE AWARENESS

CONCEPT To Foster Moral and Ethical Standards and Develop An Awareness Of a Healthy Self Concept

SAMPLE LEARNER OBJECTIVE: The learner will become aware that all human beings have worth.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
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Use films such as, "I Am How I Look" and "I Am How I Feel" to create an awareness that each child has some control over his potential. Use group discussion.	Debate the right or wrongness of preferential treatment of others.	Develop an awareness of other's feelings by playing games such as: 1. Sensitivity Training A. Left Handedness B. Blindness C. Odor - eyes - skin -	If you were a member of a class wherein one child was physically different how would you help that student to feel good about himself.	Write a composition on: "The Thing I Do Best". Make an illustration showing the thing you do best. Make a graph - or chart of the number of times in a given day you can make a positive comment about a classmate.

GRADE 3 SUBJECT Social Studies

MAJOR AREA OF FOCUS Archeology

CONCEPT Preservation of Indian dwelling sites

SAMPLE LEARNER OBJECTIVE: The learner will gain a knowledge of cliff dwellers and their accomplishments.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
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After researching the cliff dwellers, formulate a theory as to what happened to the Indians living in the cliffs.	Is it fair that the treasure hunters destroyed many of the treasures of the cliff dwellers? Support your opinion.	Was is important for the cliff dwellers to work together? Explain your answer.	How would you help preserve the monuments left by Indians of the Southwest?	Using clay or play dough, construct a model of a cliff dwelling. Write a story of a day in the life of a cliff dwellers child.

GRADE 3 SUBJECT Social Studies

MAJOR AREA OF FOCUS Community Workers

CONCEPT Interdependence

SAMPLE LEARNER OBJECTIVE: The learner will explain why workers depend on one another.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
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Trace the path of a box of cereal from its production to the table.	Is it possible to judge the importance of a job by how much the salary is? Support your opinion.	Predict what would happen if one of your co-workers did not do their fair share of the work.	If you were a farmer, how would your job affect the grocery clerk?	Construct a diagram showing how the workers in the chain are related.

GRADE 3 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS USE OF REFERENCE TOOLS

CONCEPT Effective Use of Reference Tools To Gain Information On a Given Topic

SAMPLE LEARNER OBJECTIVE: The learner will be able to effectively use an encyclopedia to compile needed information.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a specific topic the child will be able to locate and pick out the major points and create a simple three-part outline.	Knowing that many will be needing the encyclopedias, can you justify having more than one encyclopedia at a time at your desk?	If you need the same encyclopedia that someone else is using, what kind of system can you create for sharing the book?	Upon completing an outline and being asked to give an oral report to the class, each student will be asked to list three positive comments about each report.	Choose a topic, make an outline and choose one of the following ways to present your report to the class: 1. Chalkboard 2. Oral report 3. Written report 4. Taped report 5. Overhead or opaque projector

GRADE 4 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS AMERICAN GOVERNMENT

CONCEPT Understanding of the structure of our government

SAMPLE LEARNER OBJECTIVE: The learner will be able to understand that our government works on local, state and national levels.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
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Given data about the three levels of government, the children will create an outline demonstrating the hierarchy of each level.	Given examples about the three levels of government, the children will extract data about the rightness and wrongness of our government as applied to their lives.	Given observed data about the three levels of government, the children will deduce the ways in which each level serves and protects people and the jobs shared by all three levels.	By completing the outline in the problem solving skills the children will enhance their self concepts as learners.	The children will participate in an active model which simulates a community with various social problems. Simulation, developing and analyzing strategies for community problem solving - Classifying - Comparing - Charting - Writing Essays - Attending: city council meeting; park and recreation meetings; school board meetings.

GRADE 4 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS EXTENDED MAP AND GLOBE SKILLS

CONCEPT Differentiation between physical and political maps.

SAMPLE LEARNER OBJECTIVE: The learner will be able to identify and label two maps, a physical and a political map.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a physical map the child will be able, by use of color, and scale, to determine height and water depth.	Student will be able to give an oral presentation explaining the need for state and national boundary lines.	Discuss the importance of Border Guards for the boundaries between the United States and neighboring countries.	Justify our allowing immigrants from other countries to come to America to live.	Invent an imaginary country and design a graphic relief map showing mountain ranges, plains, and major waterways.

GRADE 4 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS LEARNING ABOUT OUR EARTH

CONCEPT Understanding rotation, revolution and tilt of the earth

SAMPLE LEARNER OBJECTIVE: The learner will demonstrate an understanding of certain basic geographical concepts such as, rotation, revolution, direction, and tilt of the earth.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will be able to demonstrate to the class, using a globe, flashlight, etc. the rotation and revolution of the earth in relation to the sun.	Students will observe that culture, economy, and tradition (history) are factors that may differentiate one region from another. Students will prepare a paper showing how the above elements affect a specific geographic area.	The student will illustrate the amount of time it takes to travel a mile (or a kilometer) using different forms of transportation (walking, bicycling, car, etc.)	Discuss the pros and cons of living in the United States. Compare this lifestyle with that of a family in another geographical region.	Students will demonstrate problem solving skills by: Class experiment Charts Bar graphs Prepare a formal paper

GRADE 4 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS CONSERVATION

CONCEPT Develop an awareness of our natural resources.

SAMPLE LEARNER OBJECTIVE: The learner will develop an awareness of natural resources, their limitations and our responsibility for their conservation.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Choose one natural resource and list reasons why conservation of that resource is important.	Discuss what might happen if that natural resource was depleted.	The students will compile a list of tools and methods of conserving that resource to benefit our future generations.	The students will develop a list of ways in which they are conserving our natural resources.	Class activities might include: Guest Speakers and materials from: Sierra Club U.S. Forestry State Forestry Department Project Jonah Wild Life Conservation groups Wilderness protection groups such as Bureau of Land Management Films and filmstrips on conservation Charts showing use of our resources - example: (trees - some we use leaves, some fruit, some bark, etc.)

GRADE 4 SUBJECT Social Studies

MAJOR AREA OF FOCUS Political Regions

CONCEPT The branches of government and how they work

SAMPLE LEARNER OBJECTIVE: The learner will write a report on the 3 branches of government and the functions of each.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Suggest several ways to avoid the influence of large contributors on political leaders.	Write an essay supporting or rejecting another extension for the ERA.	Imagine you are a black American. Compose an essay telling what you think about how the concept of equality has worked or is working in our country.	Write a paragraph telling how you will be able to influence political decisions when you are an adult.	1) Draw a poster to illustrate the three branches of our government. 2) Interview an elected political official and report on the interview.

GRADE 4 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS CAREERS EDUCATION

CONCEPT Awareness of Vocational Clusters

SAMPLE LEARNER OBJECTIVE: The learner will develop an awareness of the different job opportunities available by being exposed to career opportunities.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Research an occupational cluster and choose one on which to make an indepth study. Write a paper stating why you chose this particular cluster, Be specific in your reasons.	If your family wished you to pursue an occupation not of your liking, defend your position to do otherwise.	List reasons why it is just as important to have unskilled workers as well as skilled.	Choose an occupation and list the qualities needed to successfully perform the job.	Student will design a job application form. Role play a job interview. Create a chart showing the 14 job clusters. Invite guest speakers. Draw posters.

GRADE 4 SUBJECT Social Studies

MAJOR AREA OF FOCUS Trading Regions

CONCEPT The importance of trade between nations.

SAMPLE LEARNER OBJECTIVE: The learner will write a paragraph on the importance of trade between nations.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students are divided into groups representing nations and each group is provided with certain resources. The groups are to arrange trade agreements with each other so each group will provide for its needs.	If a nation is an enemy of your nation, should you trade food items with it? Write a paragraph supporting your opinion.	During World War II many Japanese living in this country lost their freedom and property when they were placed in internment camps for security reasons. Write an essay telling how you would have felt about this if you had been Japanese and this had happened to you.	Write an essay telling how as an adult consumer you could have a positive effect on our nations trade balance with Japan.	1) Providing groups with various resources and having them trade. (See strand one) 2) Illustrate trade between two or more nations in a flow diagram.

GRADE 4 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS MAP SKILLS

CONCEPT Recognition of map symbols as representations of natural or artificial objects on maps. Use of map keys and legends to read maps.

SAMPLE LEARNER OBJECTIVE: **The learner will** create a "mystery adventure" for other students to decipher using maps of your state.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Select a road map of your state and make up a "mystery adventure" for other students to decipher. Include directions, mileage, highways, names of towns, rivers, etc.	What responsibility do you have to the student who is to decipher your "mystery adventure"? What responsibility do cartographers have to the users of their maps?	How would you feel if you were using a map which purposely misdirected you?	Discuss the contribution cartographers have made to society.	Collect a file of "mystery adventures" created by your classmates. Work on deciphering them when finished with assigned work. Create a map of your school building and school yard. Make a chart that summarizes what we have learned about maps (synthesizing) (directions, distances, symbols, location keys).

GRADE 5 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS EXPLORERS

CONCEPT Develop an awareness and respect for American heritage.

SAMPLE LEARNER OBJECTIVE: The learner will be able to understand the historical influence on present day civilizations.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will develop hypotheses regarding motives that drove people to explore and settle the New World.	How did the sponsors of the exploring expeditions justify their claims to the New World? Do you consider these claims justifiable or not? Explain your answer.	How did the leaders of the exploration abuse their powers and authority - both on the ships and with their crews, and with the natives on the lands they claimed?	List the qualities you feel a good leader or explorer <u>should</u> have had. Explain or define these qualities. Which of these qualities do you personally have?	1. Make a timeline graph showing early explorers' voyages to the New World. 2. Using a map of the world, show explorers' voyages, plus years of exploration. 3. Using a map of North, Central, South Americas, show principal settlements of 17th century. 4. Compare the risks of the explorers to the risks of astronauts today.

GRADE 5 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS EXPLORERS

CONCEPT Understanding the importance explorers played.

SAMPLE LEARNER OBJECTIVE: The learner will identify the explorers and relate there discoveries.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Contrast the motives for exploration for the following explorers: Eric the Red Leif Ericson Christopher Columbus Amerigo Vespucci Cabot Megellan DeSoto Ponce de Leon Coronado Cartier Hudson Raleigh	Discuss what might happen if we still sailed using wind power. Write a three paragraph story detailing how life might be different if we sailed using wind power	We found that Columbus almost had a mutiny on his ship because he was lost. You are a pilot of an airplane which is lost in a storm. The passengers know you are lost. List five things you will do to make your crew and passengers feel calm.	Select one explorer we studied in Social Studies, and list his major contribution. Also, list why you chose this explorer.	Columbus sailed from Spain to Cuba. Select a form or forms of transportation and chart your route from Corona to Cuba.

GRADE 5 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS U.S. HISTORY

CONCEPT Civil War

SAMPLE LEARNER OBJECTIVE: The learner will analyze various events, people and contributions, arising from the Civil War.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Present to the class this issue. What were other alternatives to slavery in the South. They depended on slave labor, how else could they have obtained their labor?	Have students read about Lincoln's youth. Ask them to list experiences they think were most important in molding his unique high standard moralistic character. Discuss the act of slavery. Debate the fact that today slavery is considered inhuman as opposed to yesterday as it was accepted in the past throughout the world.	Have students report on Black Leaders who helped their country during the period of the Civil War.	Have students find out something about their own ethnic backgrounds, then have them do research to discover some of the contributions their ancestors made in the United States and the American Way of Life. Students should report orally.	Creat a Civil War timeline to be posted in the room. Have students divise dioramas depicting a famous battle during the Civil War. Have students role play a famous battle of the Civil War. Have a costume party with a Civil War theme.

GRADE 5 SUBJECT Social Studies

MAJOR AREA OF FOCUS Civil War

CONCEPT Nation divided by civil war

SAMPLE LEARNER OBJECTIVE: The learner will identify and state the casues and effects of the civil war.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
In a paragraph identify and explain why slavery grew so rapidly in the South and why the North was so opposed to it. Was a war the only solution? Why or why not?	Identify the results and benefits of the Civil War in terms of lives, money etc. and state whether you think these justified the war.	Your cousin is fighting for the South and you the North. During the days battle you observe your cousin falling on the field. That night after the battle ceases explain how you feel about your cousin lying there. Tell what might happen next.	Choose and illustrate an occupation related to the war that you would have chosen. State what the Gettysburg Address means to you.	Draw a map illustrating the location of 4 major battles in the Civil War.

GRADE 5 SUBJECT Social Studies

MAJOR AREA OF FOCUS Founding of our nation

CONCEPT Developing a new nation

SAMPLE LEARNER OBJECTIVE: The learner will summarize the characteristics of our nation.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Select and explain the characteristics and problems in establishing an independent nation then create a new nation based on these principles.	The British settled the colonies to make themselves rich. They made various laws to accomplish this. Were these laws fair to the colonists - why or why not? Other nations took the view that the land belonged to them because they had explored it etc. Did the Americans have the right to take this land away from these colonizing countries that had explored here? Defend your position.	Develop a play telling events, discussions etc. leading to the Declaration of Independence.	If you had been given the chance to vote for Independence, how would you have voted? Why? (an essay)	Give an oral report on the American that you think contributed the most to the founding of our nation.

GRADE 5 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS EUROPEAN SETTLEMENT IN NORTH AMERICA

CONCEPT Colonization

SAMPLE LEARNER OBJECTIVE: The learner will write a set of rules for colonization of a new land.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Read about the colonization by Europe of the New World and discuss the strengths and weaknesses of two colonies described in the social studies text.	Evaluate who or what country has the right to unclaimed land. List and evaluate those factors which might cause a country to discover and claim new lands.	Discuss how colonization might abuse the rights of the natives already living in the area.	Students will role play their positions as leaders in their own colonies.	1. Design a colony and make a model of it. (cardboard, clay, diorama) 2. Make a poster listing the rules of your colony. Laminate and share with classmates. 3. Draw a map, locating where your colony will be and where the natives will live so that you can coexist peacefully. 4. Role playing: leaders, natives 5. List the reasons you want to colonize the new land (e.g., economic reasons, overpopulation problem).

GRADE 5 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS AMERICAN HISTORY

CONCEPT Develop an awareness of the major areas in our country's development

SAMPLE LEARNER OBJECTIVE: The learner will be able to name the fifty states and their capitols and have a more complete understanding of his/her country.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given an outline map of the United States, the students will be able to chart the westward movement, labeling states, major waterways and mountain ranges.	Students will compare and contrast the rights and opportunities of our society with societies that are ruled by force.	Students will speculate about the future of our nation and their responsibility in it.	Imagine you were a child on a wagon train heading west in the 1800's. Write how you would feel about leaving your comfortable home for an unknown region many miles away.	Construct maps (papier mache, wood mache, salt and flour.) Design and label a map of the United States. Develop a map puzzle.

GRADE 5 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS CONSTITUTION

CONCEPT A knowledge of the contents of our Constitution and our democratic principle.

SAMPLE LEARNER OBJECTIVE: The learner will be able to list three branches of the Federal government, and define the functions of each branch.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will describe the basic features of American democracy.	Describe the grievances the colonists had against England.	List ways our Constitution guarantees equal rights for all.	Select ways that you can make contributions to our democratic society.	Make a brief outline of the important events in the development of our Constitution. Memorize the Preamble to our Constitution. Role play the signing of the Constitution. Write a biography of one of the signers of the Declaration of Independence.

GRADE 5 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS INTRODUCTION OF NEIGHBORING COUNTRY - CANADA

CONCEPT Develop an awareness of the cultural differences of Canada

SAMPLE LEARNER OBJECTIVE: The learner will be able to infer that history and cultural heritage affect people's attitudes and actions.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will describe ways in which Americans and Canadians depend upon each other.	Allowing that Canada has a large French population, debate the issue of whether or not they should be allowed to form their own separate government.	List ways that the English and French in Canada can better develop an appreciation of each others heritage.	Identify their own values, ambitions, etc. and relate them to their neighbors in Canada.	Chart aspects of Canadian culture. Language Government, etc. List from which country they came - England or France. List the provinces and territories of Canada. Make a simple timeline depicting Canada from the time of early exploration to the present time.

GRADE 6 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS LATIN AMERICAN HISTORY

CONCEPT An awareness of natural resources, topography, and development of Latin America.

SAMPLE LEARNER OBJECTIVE: The learner will list the natural barriers that have hindered the development of South America.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Taking a topographical map, list all features that would hinder travel, trade and communication.	In order to develop a country discuss how much outside influence should be permitted.	Choose a country and compare the lifestyle of the working class to the wealthy.	Would you be willing to go into an undeveloped Latin American country and help to upgrade their standard of living? List reasons to support your decisions.	Research papers to find needed areas of improvement. Develop a map of South America depicting the natural barriers. Take a topographical, climate map, compare to a land use map making a cross reference showing what types of climates and land forms hinder development.

GRADE 6 SUBJECT Social Studies

MAJOR AREA OF FOCUS Map Skills

CONCEPT Indian Migration

SAMPLE LEARNER OBJECTIVE: The learner will investigate the Eskimo way of life.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will develop an hypothesis of the the physical factors of the Eskimos home.	Do you think the Eskimos way of life has changed much in the 20th century? Why or why not?	Using the point of view of the Eskimo, why aren't you afraid of dying?	Develop a list of the natural resources available to the Eskimo.	Create a legend of your own after reading the story of the Raven and the Loon.

GRADE 6 SUBJECT Social Studies

MAJOR AREA OF FOCUS Political Scientist View of a Group

CONCEPT Rules/Political behavior/ Authority

SAMPLE LEARNER OBJECTIVE: The learner will be able to evaluate hypothesis made by the Political Scientist.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
List the predictions that all communities must have rules and authorities that are responsible for enforcing the rules by making up clue questions.	How do you feel about the Blackfoot Indians methods of human rights? Why or why not?	What do you think might have been some of the disagreements that arose at the tribal council? How do you think they solved it?	Using Singing Bush's example of his need to develop a sense of identity, relate this to your own needs.	Create a Diorama of the Blackfoot Village.

GRADE 6 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS SOUTH AMERICA (VENEZUELA, ECUADOR, COLOMBIA)

CONCEPT Understanding different way of life, i.e., likeness and difference

SAMPLE LEARNER OBJECTIVE: The learner will write a mine-report in travelogue form and make a mural.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Select one of the countries and write a mini-report. Use drawings, time line, maps, and writings to show cultural likenesses and differences.	In the country you have chose, what differences are there in natural resources? Compare this with our own country. Write this in your report.	The wide difference that exist in the cultures of these countries cause problems. State three opinions on how these countries could improve their way of life. Imagine yourself living in mountains of Ecuador. How could you improve your life?	List three natural features that aid or don't aid the people of this area of Venezuela, Ecuador and Colombia. What could a foreigner invest or come in the country and help?	Make a mural of scenes a traveler would see as he traveled up the Magdalena River (Use colored chalk) Show on a map of the three countries, the principal cities, railroads and air-routes.

GRADE 6 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS SPANISH RULE

CONCEPT Indians under Spanish rule.

SAMPLE LEARNER OBJECTIVE: The learner will complete a list of problems the Spanish rulers had with the colonies.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Develop (in small groups) at least three ideas which may have helped the Spanish government solve their problems with colonial rule (i.e., labor, revolts, taxes).	1. How were the Indians and Negroes mistreated? 2. Investigate how the Indians and Negroes are treated today? 3. Compare the treatment of Indians and Negroes under Spanish rule to today's culture.	Compile a list of ideas which would aid the difficulties of the Indians and Negroes under Spanish rule (i.e., improved living conditions, creation of jobs).	Choose a problem area in the Spanish rule and write a paper on what you would do as a newly elected ruler to better serve the people. (Refer to column 1.)	Choose one of these activities: 1. Role-play the part of a Spanish leader. 2. Illustrate a story strip to depict Indian and Negro strife during this period of Spanish rule. 3. Write a newspaper article about the rulers of the Spanish Colonies.

GRADE 6 SUBJECT SOCIAL STUDIES

MAJOR AREA OF FOCUS POLITICAL LEADERS OF SOUTH AMERICA

CONCEPT Leaders were important in gaining independence of South American countries

SAMPLE LEARNER OBJECTIVE: The learner will be able to identify five leaders of South American countries and their contributions in their fight for independence.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a description of three typical leaders, select common characteristics they all had.	Which actions by the leaders were justifiable and which were not justifiable in gaining independence for their nation.	How could these leaders have used their position to abuse their power of authority?	List the qualities of the leaders necessary to obtain independence.	Compare your expectancy level with those of the leaders you have studied. Role play the part of a leader. Construct a timeline. Develop a puppet show or play. Design native costumes for play.

English

GRADE 3 SUBJECT ENGLISH

MAJOR AREA OF FOCUS CAPITAL LETTERS

CONCEPT UNDERSTANDING CORRECT USAGE OF CAPITAL LETTERS

SAMPLE LEARNER OBJECTIVE: **The learner will** write sentences capitalizing proper nouns.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a group of simple sentences, the student will supply the correct capital letters for each proper noun.	The student will compose a short letter to the principal expressing his or her concerns about a specific school problem, correctly capitalizing all proper nouns.	Given the situation that two boys are fighting, write three simple sentences as to how the boys should resolve their problem. Capitalize all proper nouns.	Upon choosing a person they admire, each student will create a short story in which they name and describe those qualities which they find commendable.	Create a picture which illustrates your story. (Refer to self-concept column). Make a list entitled "My Favorite Friends and Places."

GRADE 3 SUBJECT ENGLISH

MAJOR AREA OF FOCUS DICTIONARY SKILLS

CONCEPT DEVELOP UTILIZATION OF DICTIONARY

SAMPLE LEARNER OBJECTIVE: **The learner will** locate words in dictionary using alphabetizing skills.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a list of five words, the student will write them in alphabetical order to the second letter.	Given the statement, 'Two wrongs don't make a right', alphabetize the words in the statement.	Working in groups of three with one dictionary each student will locate his or her list of five words.	Each student will list five words which describe himself and locate those words in the dictionary and write the definition.	Create a dictionary a) using names of students in class and a definition for each. b) food

75

76

GRADE 3 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PARTS OF SPEECH

CONCEPT UNDERSTANDS AND RECOGNIZES NOUNS

SAMPLE LEARNER OBJECTIVE: **The learner will** underline all nouns in a short paragraph.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a short paragraph, the student will select and underline all nouns.	Given a short paragraph dealing with the topic of stealing, the student will underline and list the nouns.	After reading a newspaper article on a local problem, the student will underline the nouns in a single paragraph of that article.	The student will write five sentences dealing with positive aspects about himself/herself and underline the nouns in each sentence.	Recopy paragraph using rebus pictures in place of nouns. Pantomime a noun from a given paragraph or sentence.

77

78

GRADE 3 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PUNCTUATION

CONCEPT UNDERSTANDING CORRECT USAGE OF SIMPLE PUNCTUATION

SAMPLE LEARNER OBJECTIVE: **The learner will** place a period or question mark at the end of a simple sentence.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a list of five sentences, the student will punctuate each correctly.	The student will compose a question and a statement dealing with the topic of cheating.	Given a simple paragraph on the topic of sportsmanship, the student will supply the correct end punctuation for each sentence.	The student will compose five simple sentences describing his/her best qualities and supply the correct end punctuation for each sentence.	Write an interview with a fictional character. Create an instructional film strip.

GRADE 3 SUBJECT ENGLISH

MAJOR AREA OF FOCUS SENTENCES

CONCEPT DEVELOP RECOGNITION OF COMPLETE AND INCOMPLETE SENTENCES

SAMPLE LEARNER OBJECTIVE: **The learner will** write a complete sentence.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given an incomplete sentence, the student will supply the necessary words to make the sentence complete.	Given the topic "Be Kind To Animals," the student will compose three complete sentences which pertain to that topic.	Write three complete sentences that tell how you feel about someone else.	Write three complete sentences that tell how you feel about yourself.	Design a poster (Refer to ethical standards column). Play sentence scramble.

GRADE 4 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PARTS OF SPEECH

CONCEPT UNDERSTANDS AND RECOGNIZES ADJECTIVES

SAMPLE LEARNER OBJECTIVE: The learner will identify adjectives in a simple sentence.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given five simple sentences the student will circle the adjectives.	Using the theme "The Slaughtering of Harp Seals," students will list adjectives which they feel describe the hunters.	Read a short paragraph dealing with the theme of man's responsibility to nature and list all adjectives.	List five adjectives that describe yourself and use each of them in a simple sentence.	Concrete poetry (using adjectives only) Keep a diary in which each day is summarized by several adjectives.

83

84

GRADE 4 SUBJECT ENGLISH

MAJOR AREA OF FOCUS CAPITAL LETTERS

CONCEPT UNDERSTANDING CORRECT USAGE OF CAPITAL LETTERS

SAMPLE LEARNER OBJECTIVE: The learner will write sentences capitalizing the first word of a direct quotation.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
The student will rewrite sentences capitalizing the first word in the quotation.	Given five ethical quotes, the student will capitalize the first word in each quote.	The student will compose five compliments directed to another student and write them as direct quotations.	List five statements as direct quotes that another person might say about you.	Compile a list of humorous quotes. Use rebus drawings to illustrate a short conversation.

GRADE 4 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PUNCTUATION

CONCEPT UNDERSTANDING PROPER USE OF COMMAS

SAMPLE LEARNER OBJECTIVE: The learner will separate words in a series using commas.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a sentence with words in a series, the student will supply commas in the appropriate places.	In a sentence list the possible punishments for murder.	In a sentence list several needs of the poor.	In a sentence the student will list the members of his family.	Create a game. Present your list to the class. (Refer to column three)

GRADE 4 SUBJECT ENGLISH

MAJOR AREA OF FOCUS REFERENCE MATERIALS

CONCEPT UNDERSTANDS AND EFFECTIVELY USES GUIDE WORDS

SAMPLE LEARNER OBJECTIVE: The learner will locate given word or topic using the guide words.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a list of ten words the student will locate and list the guide words found on the appropriate pages.	After reading Ray Bradbury's short story, "All Summer In A Day," the student will select five or more new vocabulary words and locate each in the dictionary utilizing the guide words.	The student will construct a limited and simple dictionary page using braille and will include guide words.	The student will list ten words which he or she feels best describes their most positive qualities and locate each word in the dictionary. Write the definition for each word and the guide words found on that page.	Crossword puzzle using guide words as clues or answers. (Refer to column three) Design a braille dictionary.

GRADE 4 SUBJECT ENGLISH

MAJOR AREA OF FOCUS SENTENCES

CONCEPT RECOGNITION OF SUBJECT AND PREDICATE

SAMPLE LEARNER OBJECTIVE: The learner will label the subject and predicate in given sentences.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given five simple sentences, the student will underline the subject once and the predicate twice.	Using the theme of ecology, write at least five sentences and label the subject and predicate.	Given five noun phrases which deal with the theme of man's responsibility to man, the student will supply an appropriate verb phrase to complete the sentence.	The student will write five sentences describing himself or herself and illustrate the subject.	Design a bulletin board which pertains to subject and predicate. Create a poster (refer to self-concept column).

GRADE 5 SUBJECT ENGLISH

MAJOR AREA OF FOCUS CORRECT WORD USAGE

CONCEPT USES THERE, THEY'RE AND THEIR CORRECTLY

SAMPLE LEARNER OBJECTIVE: The learner will underline the correct form of there, they're, their to be used in a given sentence.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a group of sentences, the student will supply the correct word form.	Include the theme of the preservation of an endangered species in a paragraph in which all three word forms are used.	Write a letter which addresses the responsibility of people to the preservation of an endangered species.	Upon completion of the letter, find a way to use it, to help futher the preservation of an endangered species.	Make a poster. Develop a worksheet for class completion.

GRADE 5 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PARAGRAPHS

CONCEPT WRITING A PARAGRAPH FROM A TOPIC SENTENCE

SAMPLE LEARNER OBJECTIVE: The learner will write a paragraph using a given topic sentence.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Student will select a topic sentence and write a paragraph which supports that topic.	Write a paragraph using the topic sentence: "Save the Whale."	Write a paragraph using the topic sentence: "We can help each other."	Topic sentence: "I am me."	Tape record paragraph Create ad campaign (Refer to ethical standards column two)

GRADE 5 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PARTS OF SPEECH

CONCEPT UNDERSTANDS CORRECT USAGE OF VERB PHRASES

SAMPLE LEARNER OBJECTIVE: The learner will construct a sentence using appropriate verb phrase.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given ten noun phrases, the student will supply an appropriate verb phrase to complete the sentence.	Write a paragraph on theme of water pollution and underline all verb phrases.	Select and read a short paragraph from a reading source dealing with some aspect of man's responsibility and sensitivity to others and list all verb phrases.	Write an autobiographical paragraph.	Illustrate and display on bulletin board. (Refer to self-concept column). Create a collage (Refer to column three)

GRADE 5 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PUNCTUATION

CONCEPT UNDERSTANDING USE OF QUOTATION MARKS

SAMPLE LEARNER OBJECTIVE: The learner will insert quotation marks to indicate a direct quotation in a short written conversation.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a short quotation, the student will insert quotation marks in the appropriate places.	Write a short conversation between an ecologist and a land developer.	In a short position paper use several direct quotes to support your position.	Select three given quotes that you would like said about yourself. Recopy these quotes and include as the speaker the person you would most like to have say this.	Written interview. Share quotes from column four with class.

GRADE 5 SUBJECT ENGLISH

MAJOR AREA OF FOCUS RESEARCH SKILLS

CONCEPT DEVELOP THE USE OF NOTE CARDS

SAMPLE LEARNER OBJECTIVE: The learner will develop a short report using information gathered previously on note cards.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will select a topic and record information on note cards.	Gather and list information dealing with death penalty.	Include pros and cons of death penalty.	Students will list on note cards ways they could improve their grades. From this develop a brief report.	Debate Skit

101

102

GRADE 6 SUBJECT ENGLISH

MAJOR AREA OF FOCUS CORRECT WORD USAGE

CONCEPT UNDERSTANDING CORRECT USE OF WHOSE AND WHO'S

SAMPLE LEARNER OBJECTIVE: The learner will demonstrate the correct usage of whose and who's by giving an example of each.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Student will write a sentence for whose and who's and explain his/her choice of word form.	Include the theme of "drug use" in a paragraph which incorporates the use of whose and who's.	Student will write a composition dealing with his/her need for other people.	Write a letter to the President expressing an individual concern.	Send letter (refer to self-concepts). Create a poem explaining the use of whose and who's.

GRADE 6 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PARAGRAPH

CONCEPT DEVELOP WELL CONSTRUCTED PARAGRAPH

SAMPLE LEARNER OBJECTIVE: **The learner will** compose a descriptive paragraph of at least 5 sentences.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
The student will choose a topic and write a descriptive paragraph which includes a topic sentence, concluding sentence, and at least three supportive statements.	Describe the pros or cons of a female president.	From the point of view of a deer, describe your feelings toward the hunter.	Write about a time when you helped someone.	Compile campaign slogans (Refer to ethical standards column). Skit. (Refer to column three).

GRADE 6 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PARTS OF SPEECH

CONCEPT RECOGNIZING ADVERBS

SAMPLE LEARNER OBJECTIVE: The learner will expand a given sentence by supplying an appropriate adverb.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a sentence, the student will expand the sentence by supplying an appropriate adverb.	Rewrite without changing the meaning, the "Pledge of Allegiance", by supplying appropriate adverbs.	Write positive and negative sentences.	In a sentence describe how you do something — eg. I run quickly.	Recite "new" pledge (Refer to ethical standards) Adverb word hunt.

GRADE 6 SUBJECT ENGLISH

MAJOR AREA OF FOCUS PUNCTUATION

CONCEPT DEVELOP UNDERSTANDING OF APOSTROPHE USAGE

SAMPLE LEARNER OBJECTIVE: **The learner will** insert apostrophes in possessive nouns.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a set of phrases, the student will re-write phrases into possessive form and insert apostrophes in possessive nouns.	Write a paragraph on solar energy which includes the use of several possessive nouns.	Within this paragraph, address the need for safe energy sources.	Write a paragraph describing how a family might benefit from solar energy.	Write a letter requesting solar energy information. Design a chart which describes and explains the use of apostrophes in possessive nouns.

GRADE 6 SUBJECT ENGLISH

MAJOR AREA OF FOCUS RESEARCH SKILLS (OUTLINING)

CONCEPT DEVELOP OUTLINING SKILLS TO THE THIRD STEP

SAMPLE LEARNER OBJECTIVE: The learner will write a short report which follows a three step outline.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Write an essay which supports or opposes mercy killing. In planning your essay, develop your outline to the third step.	Within the essay, include at least one reason why a family member might support or oppose mercy killing.	Within the essay, include thoughts on how mercy killing effects society.	Outline your reasons for supporting or opposing mercy killing.	Debate Letter to legislators.

Science

GRADE 1 SUBJECT Science

MAJOR AREA OF FOCUS Plant Science

CONCEPT Awareness of parts of plants and their functions.

SAMPLE LEARNER OBJECTIVE: The learner will demonstrate the ability to label and define the functions of each part of a plant.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will discuss what would happen if none of the plants or trees produced seeds. How would they reproduce?	What would you do if you owned an orange grove and someone wants to cut it down to build homes?	Children will discuss ways to teach others how to use plants in the environment for food.	Children will develop ways they can protect plants so future generations can benefit from their use.	Children will plant various seeds. Label the parts of the plant as it grows and list their function. If the seeds didn't grow, draw several conclusions as to why they didn't and what could have been done.

GRADE 2 SUBJECT Social Studies

MAJOR AREA OF FOCUS Senses

CONCEPT Five senses and how they are important.

SAMPLE LEARNER OBJECTIVE: The learner will develop an understanding of how the five senses help them to learn.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will explore ways in which touch may be used to learn about texture, pain, temperature and pressure.	Is it fair that some people don't have full use of their senses? Support your opinion.	Students will discuss facial expressions noting that various members of the class interpret these expressions in different ways, and make different predictions on the basis of their interpretations.	How can you help a handicapped person i.e., blind, deaf, dumb, learn tq add and subtract? Develop a way you can help a handicapped person learn to add and subtract.	Children will develop a story. They will all have the same pictures but will have to use three of the five senses to tell the story i.e., one time use voice, one time use hand, etc.

GRADE 2 SUBJECT Science

MAJOR AREA OF FOCUS Dinosaurs

CONCEPT Interpreting data of ten dinosaurs.

SAMPLE LEARNER OBJECTIVE: The learner will develop an understanding of the relationship of dinosaurs to today's animals.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will discuss what would have happened if dinosaurs would have lived.	If a highway was to be built, would it be right to dig up and move the dinosaur bones to another location?	Is there a relationship between the dinosaurs of long ago and animals of today? If so, what are the similarities and differences?	If you were a scientist, how would you find out about animals of long ago?	Develop a list of ways we could have preserved the dinosaur. Make a paper mache figure of what a modern day dinosaur would look like.

GRADE 2 SUBJECT Science

MAJOR AREA OF FOCUS Electricity

CONCEPT Awareness of the functions and conservation of electricity.

SAMPLE LEARNER OBJECTIVE: The learner will develop an awareness for the necessity of conserving electricity.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
If we didn't have the use of electricity, how would our life be different?	Do you think it is important for everyone to conserve electricity? Why or why not?	How can we conserve electricity so everyone will have enough to use?	What can you do to conserve electricity in your own bedroom?	Develop an electrical appliance that would do many tasks for you but use little electricity.

GRADE 3 SUBJECT SCIENCE (GATEWAY TO SCIENCE)

MAJOR AREA OF FOCUS SOIL, STONES AND FOSSILS

CONCEPT To understand the Geology, Archaeology of the earth they stand on.

SAMPLE LEARNER OBJECTIVE: The learner will appreciate the prehistory and consequential topography through this study.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
1) From examples of sand, silt, clay and rock. 2) Examine and record the structure or contents. 3) Soil and water experiments from school grounds label after identification. 4) Plant growth in cracks, rock growth of trees or observe and record findings. 5) Fossil, rock or sand collections by individuals.	Review main idea of rock formations into soil - sand, silt, clay and loam. Why soil must be protected - what, if any, can replace soil. Do we need it? Record by reference work "The Dust Bowls" of the early 30's. Grow beans or mustard seeds in 1) soil 2) sand 3) sawdust 4) pebbles 5) water Record and reason why---the results.	What laws would you pass to keep soil safe. What are the dangerous effects of insecticides, erosion, etc.? What is found in soil and rocks 1) minerals 2) fossils 3) worms How has man used them?	How can soil be conserved? What are the present day dangers? How do trees relate to soil? If they are planted what are the results? What grows best in particular soils? What grows best around Norco?	Debate on does Norco make the best use of its soil? Are there dangers? Do these affect Norco? Invite an agriculturist to give a talk, or a local farmer. Label the three kinds of rocks - write and label a chart/map. Record and discuss the plant experiments and the findings as a talk. Classify the fossil collections etc., and display the origins in picture form.

GRADE 3 SUBJECT Science

MAJOR AREA OF FOCUS Animals

CONCEPT Some animals are considered to be endangered.

SAMPLE LEARNER OBJECTIVE: The learner will write a paper on an endangered animal.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Choose an animal considered to be endangered and explain how it became endangered.	Tell what would happen if a city were to be built in an area where the animal lived.	Develop a plan to help the continuation of the animal. Consider how your proposal would affect others and support your plan.	What could a family on a camping trip do to help preserve the animal's environment?	Construct a map showing where the endangered animal is found. Create a chart showing predicted extinction of the endangered animal.

GRADE 3 SUBJECT Science

MAJOR AREA OF FOCUS Time

CONCEPT The importance of time.

SAMPLE LEARNER OBJECTIVE: The learner will explain the importance of time management.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
List the various ways used to measure time through history. What motive did these people have for developing the ways to measure time? Were they the same?	Predict what would happen if you spent all of your time at work or at play. Justify a balance between the two.	How would your team members feel if you were late to a championship game and the team had to forfeit?	Make a diary of your daily activities. Record the time spent on each activity and evaluate how or if you could better organize your time.	Construct two types of time pieces - describe what each would measure.

GRADE 3 SUBJECT Science

MAJOR AREA OF FOCUS Circulatory System

CONCEPT How blood works

SAMPLE LEARNER OBJECTIVE: The learner will explain the necessity of blood.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Research the function of the blood. Explain why proper functioning is necessary for survival.	Research the life of Dr. Charles Drew. Evaluate his discovery and its use. Support your decision.	Compare the activities of a hemophiliac with those of a person without a blood disease.	Investigate how a hematologist can help sick people and outline their duties.	Construct a model of the circulatory system, label the major parts of the system. Compare the circulatory system to an aquarium pump. Use diagrams to illustrate the similarities and the differences.

GRADE 4 SUBJECT Science

MAJOR AREA OF FOCUS Food Chains

CONCEPT Food chains are essential to life.

SAMPLE LEARNER OBJECTIVE: The learner will write a paragraph supporting the topic sentence: "Food chains are essential to life."

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students in groups compose a definition of a food chain and explain why such chains are essential to life.	A fisherman says he must catch an endangered species of fish for his living. An environmentalist argues if the species becomes extinct its predators will also perish. Choose one side and support it in an essay.	Research and report on the training and career of an exterminator.	Compose an essay telling at least 3 things you could do to help protect an endangered species.	Illustrate a food chain involving at least 4 preys and predators.

GRADE 4 SUBJECT SCIENCE

MAJOR AREA OF FOCUS FOOD CHAINS

CONCEPT Awareness of a terrarium as a small model of the natural world

SAMPLE LEARNER OBJECTIVE: **The learner will** build a terrarium.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Build a terrarium from the natural environment where you live.	Discuss what might happen if environmental pollution harms the plant life upon which we are dependent.	Discuss our responsibilities in protecting lower forms of life which are part of the food chain.	Create a way of emphasizing to others the importance of preserving our food chains.	Refer to self concept column 1. Use your terrarium as a basis for a talk to a lower grade classroom in food chains. 2. Read and report to class on one of the following: Chains, Webs & Pyramids Dining on a Sunbeam: Food Chains & Food Webs Endangered Predators Small Habitats 3. Prepare a bulletin-board display "Changes in the Terrarium." 4. Speakers and materials from Sierra Club, Wild Life Conservation Group, Wilderness Protection Groups.

GRADE 4 SUBJECT Science

MAJOR AREA OF FOCUS Oceanography

CONCEPT Oceans

SAMPLE LEARNER OBJECTIVE: The learner will write a paragraph on various topics related to oceanography.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Brainstorm possible solutions to the conflict between Japan, Russia, and the other nations regarding the ban on whale hunting.	Considering the recent ban on whale hunting, write a paragraph telling what you think about Japan's and Russia's refusal to obey this ban.	If you were Japanese and relied on whale hunting for your livelihood, how would you feel about the recent ban on whale hunting? Write a paragraph explaining and supporting your feelings.	Research and report on a career related to the ocean, e.g. oceanographer, marine biologist, etc.	Use a globe to discover the amount of the earth's surface covered by oceans. Illustrate your findings with a map or chart.

GRADE 4 SUBJECT Science

MAJOR AREA OF FOCUS Pollution of Environment

CONCEPT Environmental Pollution

SAMPLE LEARNER OBJECTIVE: The learner will investigate kinds of and remedies for environmental pollution.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
In small groups, students brainstorm and list different kinds of pollution and possible ways of decreasing or preventing future pollution.	Write and present orally arguments for and against reporting people who litter to authorities.	A farmer complains a nearby factory is polluting a stream on his property. The factory owner says he will have to close his factory if he cannot dump waste into the stream. Write an assignment for both parties involved.	Compose a paragraph which states 5 different things you could do to decrease pollution.	Group 1: Create a collage illustrating different kinds of pollution. Group 2: Composes and enacts an anti-pollution play Group 3: Creates anti-pollution posters.

GRADE 5 SUBJECT Science

MAJOR AREA OF FOCUS Classifying animals and plants

CONCEPT Classify groups into plants or animals.

SAMPLE LEARNER OBJECTIVE: The learner will classify a mixed group of plants and animals into subgroups of plants or animals.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Discuss observed characteristics of various animals and record general characteristics that would demonstrate a subgroup.	Compare 2 subgroups of animals and imagine that someone is going to "wipe out" one of the groups - should this be allowed to happen? Why or why not? Support your position.	A grove owner in Southern California has asked the board of supervisors to allow a coyote hunt because they are chewing off the tops of sprinklers etc. (write) Investigate and assess another solution to this problem.	Choose any "threatened" group and show what you could do to make a difference. (oral presentation)	Create or compose a group of imaginary animals - identifying their general characteristics.

GRADE 5 SUBJECT Science

MAJOR AREA OF FOCUS Food and the body

CONCEPT Assessing use of food in the body

SAMPLE LEARNER OBJECTIVE: The learner will illustrate the path a food follows as it travels through the body.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Compose a paragraph telling how and why the body uses food that it needs. (Diagram the path it covers etc.)	A fellow student wants you to take a pill that you have heard could be harmful to your body, even though it is pleasureful. Compose a paragraph supporting your position on whether one should or should not take the pill.	Create a lunch menu for a friend that you know only likes junk food.	Select your favorite food and tell why in your opinion this food is a good choice for you.	Create a week's dinner menu for your family. Be sure to include the basic food groups.

GRADE 5 SUBJECT Science

MAJOR AREA OF FOCUS Skeleton

CONCEPT Summarize the parts of the skeletal system

SAMPLE LEARNER OBJECTIVE: The learner will diagram the various parts of the skeletal system.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Using a diagram compare and contrast the functions of the small versus large bones in the skeletal system. What happens if one of the larger bones becomes broken?	The little league coach insists the pitcher overuse his/her arm in practice. This could cause permanent damage. How could this problem be solved. Is it alright for the coach to insist on this? Write a paragraph supporting your position.	Your best friend can't throw a ball accurately over 5 feet. How do you think this friend feels about this? Compose a paragraph telling what could be done to help.	Discuss and tell in an oral talk how proper posture aids your growth and health.	Construct a skeleton using pipe cleaners.

GRADE 5 SUBJECT SCIENCE

MAJOR AREA OF FOCUS ARTIFICIAL FLAVORINGS AND ODORS IN OUR ENVIRONMENT

CONCEPT How artificial flavors and odors influence consumer purchase.

SAMPLE LEARNER OBJECTIVE: The learner will develop an awareness of the differences between natural and artificial flavors.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Prepare a list of packaged, bottled, canned foods and drinks in your kitchen. Write down any artificial flavoring mentioned on the labels Do not include additives or preservatives, or artificial colorings Include products with no flavorings added.	Discuss the justifiable use of artificial flavors and odors by manufacturers. Evaluate the possibility of government banning of artificial flavoring.	Volunteers bring in food and drink products that have artificial or natural flavoring for the class to taste or smell. Tasters will note reaction on a chart.	Let pupils plan and execute the experiments and analyze the results.	1. Guest speaker from manufacturers of food products. 2. A graph or chart that shows reactions or preference to the products tasted or smelled. 3. A poster designed to promote an imaginary product either naturally or artificially flavored.

GRADE 5 SUBJECT SCIENCE

MAJOR AREA OF FOCUS WATER

CONCEPT Availability of water.

SAMPLE LEARNER OBJECTIVE: The learner will discuss ways to solve our water shortage problems and to clean the water we have.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
List five reasons to conserve and clean up our water supply.	Discuss what might happen if the water supply was depleted.	Compile a list of tools used in the conservation and purification of our water supply.	Do a home check. List all ways you and your family are conserving water in your home.	Choose one of the class activities. 1. Make a poster. 2. Treatment plant and field trip. --- 1. Guest speaker on "How to Conserve Water."

GRADE 5 SUBJECT SCIENCE

MAJOR AREA OF FOCUS SPACE

CONCEPT Objects in the Sky.

SAMPLE LEARNER OBJECTIVE: The learner will make distinctions between objects in the sky and their unique characteristics.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Tell what would happen if suddenly you were shot into space and your assignment was to collect all matter and classify all objects giving it a name, and identifying characteristics according to the laws of nature. How would you go about your task?	Debate the idea: How much should our government spend on space travel when people are starving throughout the world?	You land on an unknown planet and your mission is to report on the strange human like forms you have discovered without offending races, creeds, or colors here on earth. Compare your life forms to other cultural societies found here back on earth. Explain the likenesses and differences.	Report on what it would be like to be a space explorer where there are no limits in time or space travel.	Construct clay models of the solar system. Design a custom star ship. Create a paper mache solar system.

GRADE 5 SUBJECT SCIENCE

MAJOR AREA OF FOCUS HUMAN BODY

CONCEPT Nervous System

SAMPLE LEARNER OBJECTIVE: The learner will investigate the human nervous system and diagram the pathway of a nerve impulse.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
The student will research human intelligence and report why humans have superior intelligence.	Discuss the ethics of medical experimentation on animals. Discuss how this effects treatment and cures of diseases, especially those relating to the nervous system.	Research and discuss mental retardation. Find out the causes. Discuss the problems these people have in today's society. Discuss whether special government funds should be available for programs which benefit the mentally retarded.	Discuss learning modalities (right brain vs left brain; auditory, visuals, and kinesthetic). Have students write down which modalities they fall under. (Provides questionnaires which indicate which category they fall under.)	1. Have chiropractor discuss the nervous system. 2. Role play the parents of a mentally retarded child. 3. Find out brain sizes of animals. Compare brain size with intelligence. Make a chart showing the results. 4. Explore careers in this field - make notebook on these careers, interview people in these fields. 5. Make a poster on correct posture. 6. Creative problem solving exercises: math puzzles, logic problems.

GRADE 5-6 SUBJECT SCIENCE

MAJOR AREA OF FOCUS PERCEPTION

CONCEPT Visual perception - Cimematography

SAMPLE LEARNER OBJECTIVE: The learner will list equipment used, action performed and results of classroom laboratory experiment.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given an experiment performed in class, students will compile a list of equipment used; record the sequence of events, and list the results.	As you ride down the freeway in your car, defend your position on one of the following topics. Use of billboard advertising and its benefits or removal of billboards for freeway advertising. Keep your description to one paragraph.	Given the information on visual perception and its psychological effects, recommend how this information can be used by people to help others. Example: High intensity pink tranquilizes people. Therefore, doctors should put a person in a high intensity pink room instead of using a straight jacket.	Given a demonstration on using background drop photography, identify the way this technique can reduce cost. List three ways this can reduce pollution.	Film your own movie using some of the techniques you have learned in class to make special effects in your movie or demonstrate two or more concepts shown in class.

GRADE 6 SUBJECT SCIENCE

MAJOR AREA OF FOCUS SKELETAL SYSTEM

CONCEPT Identify the parts of the skeleton.

SAMPLE LEARNER OBJECTIVE: The learner will draw parts of the skeleton and identify them.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Through drawings made by students the functions of the different bones of the skeletal system will be identified.	Predict what might happen if a person receives a hard slap on the back. Show by diagram an injury to the back.	Demonstrate a proper long jump to show how to prevent skeletal injuries.	Student will come to an awareness of correct posture for both sitting and standing.	Students will put together a model skeleton, hinging the joints. Have the school nurse show through model and film the importance of correct posture. Students will bring in skeletons of various animals and chart them.

GRADE 6 SUBJECT Science

MAJOR AREA OF FOCUS Archeology

CONCEPT How archeologists work, what do they look for and how do they determine the age of objects/

SAMPLE LEARNER OBJECTIVE: The learner will be able to list layers of the Earth, dates on coins, and carbon dating as ways archeologists tell the age of things they find.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
How do archeologists tell what people of the past ate?	Do you think it would be interesting to be an archeologist? Why or why not?	How would your partner feel if you were successful in the "dig" and he wasn't?	List some characteristics you think a person should have if they want to be an archeologist.	Create a story about a child who goes on an archeological dig.

GRADE 6 SUBJECT Science

MAJOR AREA OF FOCUS Fish - Oceanography

CONCEPT Food Chains

SAMPLE LEARNER OBJECTIVE: The learner will be able to state that fish are part of food chains.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
What would happen to the fish in a food pyramid if the number of plants decreased?	How do you feel about the killing of the Dolphins in Japan? Why or why not? Does this alter the food chain?	Whose responsibility is it to protect the Dolphins and the food chain?	Select an example of the fish food chain and be able to explain to the class how man fits into the food chain.	Create a bulletin board displaying the food chain and food pyramid.

GRADE 6 SUBJECT Science

MAJOR AREA OF FOCUS Prairie Dogs

CONCEPT Learning about the habitat of the Prairie Dog

SAMPLE LEARNER OBJECTIVE: The learner will be able to identify characteristics of a family living in a community.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Why do you think there are fewer prairie dogs today than there once was?	Sometimes people see an animal as harmful and try to get rid of it. Name some animals that people have tried to wipe out. Do you think it is a good idea to wipe out animals? Why or why not?	Whose responsibility is it to protect animals from people who might harm them? Be prepared to "back" your answer.	List some characteristics you think a person who wants to become a mammalogist should have.	Create a Prairie Dog Town in a glass container.

Reading

GRADE 3 SUBJECT READING

MAJOR AREA OF FOCUS COMPREHENSION. THE BICYCLE AND HOW IT WORKS (P. 265) HIDDEN WONDERS

CONCEPT Kinetics - How machines work

SAMPLE LEARNER OBJECTIVE: The learner will read and familiarize themselves with terminology of kinetics - apply these basic principles of motion to simple machinery.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
How the bicycle was invented - history of its development. Pupils compare and contrast their bicycles with the early counterparts.	What makes a bicycle efficient - discuss the functions - maintenance (include language - gear - rotate, lever, etc.)	Efficiency and safety for bicycles - how does one ensure these factors? What are the advantages of using such a machine? Any way you can think to promote efficiency and safety of bicycles.	Invent or suggest improvements in machines that help society - of some new form of transportation. Design or model a helpful machine.	Scientific backing - observe and play 'mousetrap' - record in words how it functions. Fantasy scope - after observing 'mousetrap' - invent your own mad type machine that serves a purpose, e.g., "a putter on of boots". Model a machine in art using the basic movements lever, pulley, etc. Display class efforts. Draw a bicycle from direct observation.

GRADE 3 SUBJECT READING

MAJOR AREA OF FOCUS LITERATURE: JACK AND THE BEANSTACK (HIDDEN WONDERS)

CONCEPT Recognize imagery motives and feelings of the characters.

SAMPLE LEARNER OBJECTIVE: **The learner will** assess by evaluation of the parts played by the characters in the story and relate them to the present.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Using the five senses, describe one of the giant's articles in depth from Jack's point of view. "The story of the giant's face as told by the fingers." Tactile approach (the fingers are Jack).	Relativity of size and scale - discuss how Jack crossed a table - his encounters - how he may have left the table with what aids? How might you cross a table if you were the size of Jack - discuss the size relation.	The problems of the poor - Jack's mother was compelled to sell their means of livelihood - Jack's naivete in bartering the cow for beans - his simplicity and discuss the anger of his mother. What alternative could Jack's widowed mother have had? Do we care about our poor? How?	How can one protect the vulnerable from the unscrupulous? Any examples in the views of con men? Why, how do they succeed? Discuss and record.	Puppet play on the story. Illustrate and compile "the story of the face" in a class book. Write your version in modern idiom of the story. Find poems or tales that relate to size, e.g., R. L. Stevenson "How doth the fly"... Grow and record beans in 1) the dark 2) sawdust 3) soil their height and growth patterns in graphs and give reasons why.

GRADE 3 SUBJECT READING

MAJOR AREA OF FOCUS MYTHOLOGY - THE ODYSSEY (#1)

CONCEPT Characterization in a myth.

SAMPLE LEARNER OBJECTIVE: The learner will identify and describe the principal characters in the Odyssey.

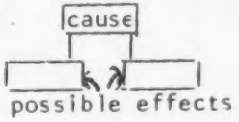
STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
As you read The Odyssey, identify in it the elements which show that it is a myth. Then choose two characters and tell how they fit into the structure of the myth.	Name and describe the actions of a god in the myth. Compare how this behavior was rewarded or punished in the story with how it would be rewarded or punished if that person were living here today.	Describe the losses that Odysseus is mourning when he is introduced into the story. Tell which stage of loss is he experiencing and how you would help him cope with these losses.	Consider the fact that Telemacus had never known his father. Imagine that you never knew your father. Write a free-verse poem, beginning each line with the phrase "If I never knew my father..." (Could be done as a class activity with each child providing one line.)	Make a poster showing the various forms that one god character takes. Make a chart showing the hierarch of the gods. Draw a picture of a "monster" character in the story. Write a myth having all the basic elements with characters you have created.

GRADE 3 SUBJECT READING

MAJOR AREA OF FOCUS MYTHOLOGY - THE ODYSSEY (#2)

CONCEPT Causal relationships.

SAMPLE LEARNER OBJECTIVE: **The learner will** identify cause/effect relationships and predict outcomes consistent with the story.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Predict how Nausicaa might have treated Odysseus if he had first approached her boldly demanding respect as a king.	Discuss: Why, do you think, didn't Odysseus identify himself to Nausicaa and her parents when he arrived in Phaeacia? Did they treat him appropriately even though they didn't know he was a king. Do you think he would have received different treatment if he had identified himself right away?	Athene asked several people and gods to help in getting Odysseus home. Describe two of these situations telling in each case how she showed sensitivity to their needs.	Why did Odysseus participate in the Phaeacian games? Would you have participated under the same circumstances? Why or why not?	Rewrite the story of Odysseus in Phaeacia as it would be given on the evening news. Give it orally before the class. Make a cause-effect mobile: 

GRADE 3 SUBJECT READING

MAJOR AREA OF FOCUS MYTHOLOGY - THE ODYSSEY (#3)

CONCEPT Stylistic devices/whole-part relationships.

SAMPLE LEARNER OBJECTIVE: **The learner will** identify figurative language, imagery, and mood as they relate to the story as a whole.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
The Cyclops giant does things to make Odysseus and his men afraid. Describe what Odysseus does to change that feeling. Why wasn't he successful? What would you have done differently?	Justify Odysseus trickery in escaping from the Cyclops.	Review the story of capture and escape from the Cyclops. Point out Oddyseus action which show his concern for his men.	Compare how Odysseus felt about himself on the island of Calypso with how he felt about himself after the escape from the Cyclops.	Build a miniature of Odysseus' raft. Get a complete description from the story. Using butcher paper and tempera paints make a full-size picture of Cyclops, following the story description as closely as possible. Make a simile poster. Illustrate similes from the story, with the similes neatly printed by the appropriate illustration.

GRADE 3 SUBJECT READING

MAJOR AREA OF FOCUS MYTHOLOGY - THE ODYSSEY (#4)

CONCEPT Whole/Part Relationships - Characters

SAMPLE LEARNER OBJECTIVE: The learner will explain how characters fit into the whole story.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
After his escape from the Cyclops, Odysseus met two minor gods, each with a special power. Name each, his or her special power, and show how each furthered the odyssey in just the right way at the right time. Tell how else each of these might use his/her special power.	Defend Aeolus' action in refusing to help Odysseus the second time he came.	Does Circe show kindness because she is kind? Why? Defend your answer. Would you want her for a friend? Why or why not?	Circe told Odysseus that he would have to give six of his crew up to Scylla. Tell how you would feel if you knew that a friend was in great danger and there was nothing you could do to save him or her.	Draw a picture showing what happened when Odysseus crew let the winds out of the bag. Make a diorama depicting the scene where Odysseus' ship passed Scylla and Charybdis. Make a chart organizing the characters in the Odyssey by type. (If possible, allow the children to determine the categories.)

GRADE 3 SUBJECT READING

MAJOR AREA OF FOCUS MYTHOLOGY - THE ODYSSEY (5)

CONCEPT Comparative Relationships

SAMPLE LEARNER OBJECTIVE: **The learner will** compare and contrast characters and events within the story.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
When Odysseus broke into the council meeting his enemies fled. Why do you think they did? What might Odysseus have done if they had chosen to fight?	Discuss: Did Odysseus' men have the right to share in making decisions or should they have followed Odysseus' orders? Defend your answer.	Dogs have been called "man's best friend." How was Odysseus' dog Argos true to this saying?	Odysseus was changed into an old man so that he could go among people who knew him, unrecognized. What would you like to be changed into so you could go among your friends unrecognized? What would you like to find out?	Compare Odysseus and Alicinous, the King of Phaeacia. Tell how they are similar and different. The story of the Odyssey is not told in the order that it happened. Make a timeline that puts the events in order. List names of characters which have come to be words commonly used today or which are used as proper nouns in other ways. Tell how they are used and how their present meaning compares to the personality of the original character. Make a chart that shows names of gods or monsters, their powers, and what act of nature it tries to explain.

GRADE 3 SUBJECT READING

MAJOR AREA OF FOCUS WILD CANADA GEESE

CONCEPT Through their comprehension, to become aware of wild life.

SAMPLE LEARNER OBJECTIVE: The learner will through active observation appreciate and be able to apply these in a practical manner.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Investigate the bird in relation to the animal kingdom - record the identification factors - migratory birds - reasons. The life pattern and habitat of Canade Geese. Reasons for appearance and habits of the Geese family.	Evaluate the enemies of Canada Geese -the increasing danger to wildlife in general. Assess whether it is a) Natural forces and selection b) Man made c) or both	How can one appreciate and protect birdlife - Birdwatching diaries classifying i) size ii) coloration iii) movement iv) specific actions Bird table - feed them 1) what foods? 2) what times? Graph and record the findings and discuss with the class. Record endangered species.	Appreciate their local environment with its wildlife - particularly birds. 1) Make a particular bird study 2) Study of geese 3) How scientists, naturalists, environmentalists care for our wildlife 4) How they, as individuals, can actively participate in caring for the wildlife 5) Study bird flight -feathers, skeletal frames - how it is adapted to flight transport.	Paint or model "Birds I have seen." Invite the local nature warden to give a demonstration and talk. Let the individual bird watchers give a talk to the class or parents. Charts and records of local bird life. Tapes a bird song - for identification.

GRADE 4 SUBJECT READING

MAJOR AREA OF FOCUS COMPREHENSION

CONCEPT Use context to determine the appropriate meaning of a word.

SAMPLE LEARNER OBJECTIVE: The learner will illustrate the meaning of words with more than one meaning.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
After reading the story on page 51, write and illustrate your own story of an amusing situation which was or could be caused by not understanding the appropriate meaning of words. List and illustrate words with more than one meaning.	What can our society do to aid non-English speaking persons to acquire our language.	Find and interview someone who had to learn English as an adult. Report to the class on any difficulties this person had with words with more than one meaning.	Think of a way to use your illustrations to aid others in the understanding of words with more than one meaning.	1. Share your illustrations with a primary class at your school. 2. Display on bulletin board. 3. Arrange to share with someone learning English as a second language.

GRADE 4 SUBJECT READING

MAJOR AREA OF FOCUS LITERARY UNDERSTANDING AND APPRECIATION

CONCEPT Appreciates Poetry

SAMPLE LEARNER OBJECTIVE: The learner will write a poem about another animal with an unusual home, such as a beaver, spider, or a bat, after the lesson on the poem "Turtle" on page 20.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Select an animal with an unusual home and write a poem about that animal. Illustrate the poem.	Discuss why animals should not be removed from their natural habitats.	How would you like to be the turtle in the poem on page 20?	Discuss ways you personally can aid in protecting animals in their natural habitats.	1. Share your poem and illustration with your class. 2. Draw a fantasy animal and his unusual home. 3. Diorama of your animal and his unusual home - realistic or fantasy.

GRADE 4 SUBJECT READING

MAJOR AREA OF FOCUS COMPREHENSION

CONCEPT Distinguish between realism and fantasy

SAMPLE LEARNER OBJECTIVE: **The learner will** write two paragraphs on one topic. One paragraph that is realistic and one that is fantasy. This will be shared and others in class will distinguish which is realism and which is fantasy.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Select a topic on which you can write both a realistic and fantasy paragraph.	Make your topic one that is a current social problem such as world hunger, unemployment, crime, etc.	Within your paragraph mention ways individuals could aid in the solution of the social problem you selected. Think about realism and fantasy in your solutions.	Think of a way of sharing your paragraphs to make others more aware of the need to solve this social problem.	1. Send your paragraphs to "Letters to the Editor" of your local newspaper. 2. Display a bulletin board. 3. Lead a class discussion of this social problem. 4. Write a questionnaire which will help you evaluate the feelings of your classmates on this social problem.

GRADE 5 SUBJECT LITERATURE / READING

MAJOR AREA OF FOCUS POETRY

CONCEPT UNDERSTANDING HAIKU AS A FORM OF POETRY

SAMPLE LEARNER OBJECTIVE: The learner will WRITE AN ORIGINAL HAIKU POEM USING CORRECT FORM.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
EXAMPLE: Select an appropriate topic and write a Haiku using correct form.	Include the theme of environmental protection in relationship to nature in your Haiku.	Within the poem address the responsibility of people to nature.	Upon completion of the poem, find a way to use it in furthering the cause of environmental protection.	(Refer to Self Concept Column) 1. Use poem in a poster. 2. Display on school bulletin board. 3. Read at a P.T.A. meeting. 4. Submit to a local environmental agency for use. 5. Compile a collection of Haiku dealing with Environmental Protection.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS NEW WORLD DISCOVERED

CONCEPT Discovery of the New World by Leif Ericson

SAMPLE LEARNER OBJECTIVE: The learner will evaluate the voyage and discovery of the New World by Leif Ericson.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
List five things you could do to solve the problem of restlessness during a long voyage. (i.e., Leif had his men make a meal to quiet their restlessness.)	Eventhough the land seemed uninhabited was it ethical to take as much from the land as the explorers wanted? (Discuss in small groups) Explain why or why not?	What would you have done if a member of your crew became lost? List three possibilities.	1. List the qualities that are necessary to be a good leader. 2. Name a person you consider to be a good leader. Why do you feel that person is a good leader.	1. Create a map of your imaginary voyage. 2. Make a diorama of the Vikings coming to the New World. 3. Compile a diary about your voyage.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS FABLES

CONCEPT Discuss rumors through the use of fables.

SAMPLE LEARNER OBJECTIVE: **The learner will** discuss the effects of rumors after reading the given fable.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Write an example of a rumor which occurred in your own life.	Discuss possible outcomes when a rumor is involved. (Rules, get the wrong book out.)	Write a lesson for the given Table (Moral). Include the responsibility we have to other peoples feelings and needs. Discuss feelings which were felt in relation to a rumor which occurred in your own life (see problem solving skills).	Discuss the impacts a rumor could have upon a society or person.	Upon completion of the discussions (see responsibility and sensitivity to other people and self concept) 1. Write your own fable. Include a responsibility to another person or animal's feelings or ideas. 2. Draw a cartoon to illustrate the impact of a rumor. 3. Play the "telephone game" with a group of five or more. 4. Observe a group of people then describe what went on.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS MYTHS

CONCEPT Recognizing myths as a literary form

SAMPLE LEARNER OBJECTIVE: The learner will develop an awareness of symbolism in myth.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a specific myth, students will interpret its meaning into their own explanation of the facts.	If you were a mythical god or goddess, how would you be able to justify your actions?	List ways a mythical god or goddess could further understanding and peace among the peoples or nations in our modern world.	List the qualities you feel a mythical god or goddess should have, if they were to successfully help problems on earth. Are these qualities you feel you personally could benefit from?	1. Write a myth to explain a phenomena in nature. 2. Investigate the influence of mythological characters in our language, such as the names of the planets, months, names of satellites. 3. Read myths aloud to the class. 4. Make an illustration for a myth - your own, or another.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS AUTOBIOGRAPHY

CONCEPT Evaluating traits, motives and actions of a writer.

SAMPLE LEARNER OBJECTIVE: **The learner will** develop an awareness of the relationship between Brian Piccolo and Gale Sayers; men of different races.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given an autobiographical situation, the reader will be able to evaluate the basis for friendship between the two men, Brian Piccolo and Gale Sayers a white man and a black man.	Discuss the reasons why people of different races often do not know each other, and how this separateness can create misunderstanding and feelings of strangeness.	Summarize the responsibilities and advantages of true friendship. Support these positions with anecdotes from the autobiography given.	Analyze Gale Sayer's statement, "The Lord is first, my friends are second, and I am third."	1. Make a list of football terms and define each. 2. Write a brief autobiographical sketch including a friend. 3. Write a brief article about an award to a favorite athlete. 4. Write a brief biography of a favorite sports hero. 5. Make a bulletin board display of reports and articles given on this subject.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS TALL TALES

CONCEPT Identify distinguishing features of tall tales.

SAMPLE LEARNER OBJECTIVE: **The learner will** develop an awareness of the various kinds of folk tales and how they originate.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will be able to recognize a tall tale's literary form by reading various selections from different origins.	Develop a tall tale that would illustrate desirable behavior by using exaggerated descriptions of people or situation.	Recognize the use of exaggeration and humor to illustrate personality traits that are beneficial or harmful to others.	Prepare a list of personal personality traits that can be expressed in exaggerated adjectives. Write the definition of each.	1. Make up your own tall-tale hero. Use several exaggerations to describe the character. 2. Draw a picture illustrating an exaggerated action or incident in the life of a tall-tale hero. 3. Write a short article about a family member who had been a hero.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS HISTORICAL FICTION

CONCEPT Compare the cultures of two time periods.

SAMPLE LEARNER OBJECTIVE: **The learner will** compare the setting in the given selection, Marassa and Midnight to today in United States.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Discuss the culture of France in the story and list some items which will be comparable to modern day United States (i.e., clothing, transportation).	List the actions of the Marquis. Justify the ethics of his actions.	Choose three of the Marquis' actions. Change these actions so they will benefit everyone not just the Marquis.	List five actions which you could take to further benefit everyone in todays society.	Upon completion of the list of actions made by the Marquis, select one way to share your opinion (see responsibility and sensitivity column). 1. Court Trial 2. Panel discussion 3. Role-playing (take on the identity of Marassa and the Marquis) 4. Write a newspaper article. (The end of slavery, what happened to Marassa or the Marquis?)

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS BALANCE OF NATURE

CONCEPT Wildlife Conservation

SAMPLE LEARNER OBJECTIVE: **The learner will** debate reasons to support saving an endangered species.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
During the reading of a unit on animals and wildlife conservation, the students will research an endangered species and list reasons why it is important to try to save that species.	Discuss the effects of urbanization on wildlife. Is it right to take away the homes of animals to build houses and cities?	List the needs for survival for animals and human beings. Make a hierarchy of these needs.	Role play why it is necessary for the student as a developer to build new apartments	1. Role play a land developer vs a naturalist. 2. Write to the Environmental Protection Agency to ask how they protect wildlife. 3. Make posters about an endangered species. (e.g., "Save the Whales" idea) 4. Start a school campaign to save an endangered species(e.g., give talks to other classrooms, make posters). 5. Field trip to San Bernardino County Museum to see California Condor.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS EMOTIONS (UNIT IN READING TEXT)

CONCEPT Overcoming problems

SAMPLE LEARNER OBJECTIVE: **The learner will** make a graph of the emotions experienced during one week and evaluate the results.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
The students will list alternative solutions to a character's problem (one character chosen from a unit in the reading book).	The students will research and discuss prejudice and then list the factors which they think contribute to prejudice.	Students will write about a time when they hurt someone emotionally. Student will write the reasons they think they reacted in this way and appraise the outcome (e.g., would they change their behavior in that situation if it occurred again?).	Discuss how environmental factors effect students' emotions. Have students list environments in which they feel secure, happy, angry, depressed, etc. (could be in a chart form).	1. Write a "Dear Abby" column. Take turns being "Abby." 2. Role play different emotional situations. 3. Have a student "problem" box. Students describe a problem they have or have had. Discuss solutions as a class (as the problems are read anonomously). 4. Research careers ~~by~~ by interviewing, finding newspaper clippings, discovering how much education is needed for the career (e.g., psychiatrist, psychologist). 5. Draw faces to depict how you feel when you get an F, have to do dishes, get a new toy, etc. 6. Make an abstract design to represent love, hate, anger, happiness, etc.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS FAIRY TALE

CONCEPT Understanding characters of a fairy tale

SAMPLE LEARNER OBJECTIVE: **The learner will** rewrite a familiar fairy tale, changing the personalities of the characters.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
After listening to a fairy tale, the students will rewrite the tale, reversing the personalities of the characters. (Example - reverse the personalities of Little Red Riding Hood and the wolf.)	Discuss good and bad qualities in people. Examine what qualities the students feel are most important to possess. (Make a list of these qualities.)	Discuss how students' lives effect other people's lives; what are students' responsibilities to society.	Students will write a list of their own good and bad qualities, including solutions for improving their weak areas.	1. Role play the characters in the fairy tale with their reversed personalities. 2. Make puppets to illustrate the characters in the fairy tale. 3. Students will write about their roles in their families. 4. Role play a person whom the student admires: movie star, political leader, parent, sibling, friend, etc.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS HISTORICAL FICTION

CONCEPT Compare the cultures of two time periods

SAMPLE LEARNER OBJECTIVE: The learner will compare the setting in the given selection, Marassa and Midnight to today in United States.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Discuss the culture of France in the story and list some items which will be comparable to modern day United States. (i.e., clothing, transportation.)	List the actions of the Marquis. Justify the ethics of his actions.	Choose three of the Marquis' actions Change these actions so they will benefit everyone not just the Marquis.	List five actions which you could take to further benefit everyone in todays society.	Upon completion of the list of actions made by the Marquis, select one way to share your opinion. (See responsibility and sensitivity column.) 1. Court Trial 2. Panel Discussion 3. Role-playing (Take on the identity of Marassa and the Marquis.) 4. Write a newspaper article. (The end of slavery, what happened to Marassa or the Marquis.)

205

206

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS FABLES

CONCEPT Discuss rumors through the use of Fables.

SAMPLE LEARNER OBJECTIVE: The learner will discuss the effects of rumors after reading the given Fable.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Write an example of a rumor which occurred in your own life.	Discuss possible outcomes when a rumor is involved. (Rules, get the wrong book out.)	Write a lesson for the given Table (Moral). Include the responsibility we have to other people's feelings and needs. Discuss feelings which were felt in relation to a rumor which occurred in your own life (see problem solving skills).	Discuss the impacts a rumor could have upon a society or person.	Upon completion of the discussions (see responsibility and sensitivity to other people and self concept) 1. Write your own fable. Include a responsibility to another person or animals feelings or ideas. 2. Draw a cartoon to illustrate the impact of a rumor. 3. Play the "telephone game" with a group of five or more. 4. Observe a group of people then describe what went on.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS CONSERVATION OF WILDLIFE

CONCEPT Evaluates solution to a story problem. - "The White Cloud" Star Flight Skills Unit 6

SAMPLE LEARNER OBJECTIVE: The learner will defend the conservation of wildlife.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
After reading the selection entitled "The White Cloud," students would be asked the question: Do you think the author ended the story in an effective way by having the swan shot? Why do you think as you do?	Incorporate into your discussion this question: Should society allow man to hunt down precious wildlife?	Raise this question into your discussion: How would you feel if you were the mother of the murdered swan? Write a poem about a mother who has lost a young one.	Ask the students the following: What action would you pursue in protecting the natural wildlife of this nation? Write a list of proposals you would submit to your local district representative.	Have students write a letter to the National Wildlife Federation investigating such cases. Debate the issue among class members. Rewrite the ending to the story. Write a report on endangered species.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS EMERGENCIES

CONCEPT Writing About Emergencies

SAMPLE LEARNER OBJECTIVE: The learner will better distinguish between emergency and non-emergency situations.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Have students write about times when they were in danger or had emergencies. Include how they solved their problems.	Discuss the meaning of emergency as excepted by society today. Have students define emergency. Where do you draw the line?	Have students classify types of emergencies. Point out the fact that some people tend to over-react to situations thus calling some situations emergencies when they really aren't.	Have students list job related positions where they would be involved in emergency situations as: - policemen - firemen	Have pupils make up dangerous situations and tell how they would handle them. Have students visit a fire station dispatcher. Have students research emergency calls reported that were classified as non-emergency situations by the Fire Dept. Why were these situations considered a non-emergency situation by the Fire Department? Point out to the students that this is a waste of tax payers money. Create an emergency card to be posted on the cupboard near the phone. Have students collect current events on Wildlife Conservation.

GRADE 5 SUBJECT READING

MAJOR AREA OF FOCUS LITERATURE

CONCEPT Types of Literature

SAMPLE LEARNER OBJECTIVE: The learner will make distinctions and identify different types of Literature.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Have students read several selections on space travel. Debate United States space travel and how it effects the national budget and economic system.	Have students research poetry that deals with ethical standards -racism -value systems -religious themes	Have available tall tales for pupils to read. Encourage pupils to read and discuss as many different tales as possible including favorites like Davy Crockett, Captain Stormalong, Pecos Bill, and so on. Allow pupils to read aloud their favorite tall tale to the class. Allow them to present their feelings - why this selection was selected as their favorite.	Have students pretend that they have won a literary award upon completing a famous novel. Have students report to the class how they became this famous writer. What does it take to become a famous writer? How does one prepare to become a writer?	Take a class survey of favorite authors. Display the results. Use a chart or graph to display the results. Investigate the popular writers.

GRADE 6 SUBJECT LITERATURE-READING

MAJOR AREA OF FOCUS SHAKESPEARE

CONCEPT Introduction of Shakespeare writings through the comedy "As You Like It"

SAMPLE LEARNER OBJECTIVE: **The learner will** participate in reading and discussing "As You Like It," and then invent an alternate ending to the play.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Discuss concept of banishment and decide how you would react if you were banished from friends and family. Make two predictions on how you would survive.	The Duke had the power to banish people and to redistribute land. Compare this to modern American State which you believe is a better system and why? What two reasons can you give to justify your opinions?	In this play two sets of brothers were enemies. Tell how you feel about your brothers and sisters. How can you help each other to solve problems?	Look at the play. Relate which person is most like you. Which person did you like best? Write a paragraph about that person. Make a clothespin doll in costume of the character you chose.	Investigate other comedies by Shakespeare. Which ones do you enjoy most? *Help put on the radio play of your choice. Invent an alternate ending to "As You Like It." Then students put the play with alternate ending on filmstrip. *Radio Plays from Shakespeare by Lewy Olfson. Publisher: Plays Inc.

GRADE 6 SUBJECT READING

MAJOR AREA OF FOCUS SHAKESPEARE

CONCEPT Life of Shakespeare.

SAMPLE LEARNER OBJECTIVE: The learner will have a better understanding of Shakespeare and his influence on the world. Build a model of his theater.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students will become aware that many of the sayings of today originated in Shakespeare's written works.	Did Shakespeare's early life influence his writings? Give your reasons for your opinions.	How do you feel about Shakespeare's regard to other people around him? Did he help anyone? How? Can you tell it in a short paragraph?	Look for some of Shakespeare's sayings and relate them to the class. Example: "Peace, Freedom and Liberty" or "Much ado about nothing." What characteristics make a good author? Give your reasons.	Group A - make a model of Old Globe Theater. Group B - make clothes-pin dolls in costume. As a group create a short play using the theater and the dressed characters. Then, put the play on filmstrip.

GRADE 6 SUBJECT READING

MAJOR AREA OF FOCUS BENJAMIN FRANKLIN

CONCEPT Understanding of different literary forms.

SAMPLE LEARNER OBJECTIVE: The learner will be able to recognize relationships of past and present events in time.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Students need to compare Poor Richard's Almanac to modern day one. Are there any changes? Name them and tell how they are related.	Compare an interview to a biography. Which is better? Why or why not? State your reasons for your opinions.	How did Franklin help the people during the Revolution? State in your own words how he felt about people.	Write a biography on some present day person. Compare it with the one on Franklin. What made Franklin a great person?	Make a book using cardboard and wallpaper. Students can write the sayings of Franklin they liked best. Also they might add their own. Interview someone and find out important facts of their life.

GRADE 6 SUBJECT READING

MAJOR AREA OF FOCUS READ SELECTION THAT DEALS WITH FEELINGS

CONCEPT Relating feelings expressed in story to your own experiences.

SAMPLE LEARNER OBJECTIVE: The learner will write about an experience where he felt rejected in favor of a brother or sister, what happened and how he resolved the conflict.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Read pp. 33-38 the story "Nellie in Lavender" reading text. After reading the story, write two paragraphs listing an experience where you felt rejected in favor of a brother or sister. What happened; and how did or will you resolve the conflict?	Include in your paragraph how you felt about yourself and your sibling.	Within your paragraph describe why your sibling may have been favored.	In your resolution, describe how you solved the feeling of rejection and positively improved your relationship with this person or your parents.	Share your paragraphs with others by reading it to: 1. Your class, or 2. Your parent, or 3. Your sibling.

GRADE 6 SUBJECT READING

MAJOR AREA OF FOCUS COMMUNICATION

CONCEPT Identifying similarities and differences.

SAMPLE LEARNER OBJECTIVE: The learner will make a chart identifying the similarities and difference of the following forms of communication: television, radio, telegraph, postal, telephone and newspaper.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT	SAMPLE STUDENT ASSIGNMENT
Given a lesson on creating a chart to compare differences and similarities of objects, students will list and identify the similarities and differences of a telephone, telegraph, radio, television, postal and newspaper.	Defend the positive or negative effects of television. You should use materials of reference to support your opinion.	View a television news event or read a news article, choose an article or reported event and tell how that event (1) made you feel and (2) how the people in the story felt.	Select a praticular television program that you feel people should watch. Explain how: 1. the program will increase your knowledge. 2. the program will benefit a person and help him in the present or future.	Write a description of an imaginary communications system you would like to invent.

GRADE 6 SUBJECT READING

MAJOR AREA OF FOCUS FOLKLORE

CONCEPT Creative expression and imagination

SAMPLE LEARNER OBJECTIVE: The learner will write a folktale to explain why there are four seasons.

STRATEGY TO PROMOTE PROBLEM SOLVING SKILLS	STRATEGY TO DEVELOP AWARENESS OF ETHICAL STANDARDS	STRATEGY TO DEVELOP RESPONSIBILITY & SENSITIVITY TO OTHER PEOPLE	STRATEGY FOR DEVELOPMENT OF HEALTHY SELF CONCEPT	STRATEGY FOR DIFFERENTIAL LEARNING OPPORTUNITIES
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Having read Lavender Skyriters "Why Men Have to Work," pp. 50-52, the students will write a folktale explaining why there are four seasons.	Write a paragraph about how we can protect our environment List one area of our environment we need to improve. How can we support it? Support your answer.	List three things you can do as an individual to improve the environment for yourself and others.	List one of these three things <u>you will do</u> to improve the environment for yourself and others.	(See Strategy to Promote Problem Solving Skills) Position folklore on bulletin board or read folklore to class.